IMPACT OF HIGHER EDUCATION'S COMPONENTS OF CURRICULUM ON THE PERCEIVED COMMUNICATION GLOBALIZATION (CASE STUDY; VIEWPOINT OF FACULTY MEMBERS OF MAHALLAT BRANCH)

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ABSTRACT
The total purpose of this research was to study impact of higher education‟s components of curriculum on the perceived communication globalization . The methodology of this research was descriptive-correlation. Data analyzed by Pearson test and structural equation Model (SEM)test. Statistical community comprises of all of the faculty members of mahallat Brach. All of the statistical community selected because of limited community. The instruments of research were three questionnairs: 1.questionnair of higher education‟ impacts of Five components of curriculum on communication globalization (α=0.96). 2. Questionnaire of perceived globalization communication (α =0.91), 3. Questionnaire of faculty members‟ change theory(α =0.93). The total results revealed that there were relationship between higher education‟ impacts of Five components of curriculum and perceived globalization communication (P<0.05). Faculty members‟ change theory mediates the relationship between higher education‟ impacts of Five components of curriculum and perceived globalization communication. The empirical model of this research was good fitness.

Keywords:
Perceived globalization communication, Higher education, Faculty members‟ change theory.

INTRODUCTION

Higher education‟ components of curriculum can influence on globalization communication. Curriculum developers must always be concerned about what should be included in the curriculum and how to present and arrange what is selected. In other words, they must first deal with content or subject matter and then learning experiences. These tasks are preceded by formulating behavioral objectives, which act as a road map for the curriculum development and implementation process. Regardless of the curriculum approach or development model used, curriculum leaders cannot ignore these three components (goals, contents and evaluation) (Kaschman, 2011). In order to build a strong foundation of cultural education in graphic design, integration should exist as a two-part process, one that is similar in nature to what is found at North Carolina State University. Theoretically, a student would first be introduced to standard cultural studies in their freshman year while still in their art/design foundation courses. Before any formal culturally-based design training begins, the student must first participate in an intensive reading and writing seminar focused on communication theories, as well as intricate cultural understandings and how these relate to visual communication (Mestenhauser & Ellingboe, 1998).Global Communication is the term used to describe ways to connect, share, relate and mobilize across geographic, political, economic, social and cultural divides. It redefines soft and hard power as well as information power and diplomacy in ways not considered by traditional theories of international relations. Global Communication implies a transfer of knowledge and ideas from centers of power to peripheries and the imposition of a new cultural hegemony by means of the "soft power" of global news and entertainment(*Mcphail,2002*).the results revealed that curriculum reforms to provide more globally minded courses and programs; consequently, better prepare graduates to compete in the global job market(Vickie Hall Stevens,2012).Francois(2010), Olney(2008),Van de Water(2000) believed that t is no longer either an option or a recommendation that institutions of higher education internationalize. A fundamental component of a globally competitive career is the strength to cross not only linguistic, but also cultural borders. But it is challenging for some countries that internalize throughout the world but it is necessary be integration and transfer to globalization by cultural, scientific, economical, social, political values. This way developing peace in the world.

LITERATURE FRAMEWORK

Reforms in course design are key to preparing graduates with a level of global competence that prepares them to compete and succeed in a global society. Higher education can accomplish this by providing courses and programs that include an international dimension into their course design and adopt an international perspective throughout: content, in structional strategies, learning outcomes, and assessment (Oka,2007). Tench, R. and Deflagbe, D. (2008) believed that the learners must be ready for communication to each other without borders. Hare (2010) believed that the world is changing, and there is evidence that we are entering a post-international environment": borders are weakening, multiple citizenships are more commonplace, migration has reached record levels, and we have encountered the "death of distance". "We are increasingly living next to, working alongside, sharing our leisure with, choosing our partners from people with different cultural backgrounds"(Walker 2010:69).The challenges in education, arising from pervasive globalization, are more complex. Today‟s schools need to educate for the future more than ever before, as the world‟s challenges and opportunities become more compelling. The research conducted by Hayes(2010) revealed that the curriculums must prepare the students for Changing World in 21 century. Smith (2004) believes curriculum by developing field of marketing can have important role in Globalization. Economic ,political, social, cultural needs, make planners to think and reform the all of components of higher education‟s curriculum such as goals, method, technologies, activities, and evaluation(kingdom,1996). These changes in the world economy have provoked three kinds of responses in the education and training sectors. Reforms that respond to shifting demand for skills in both the domestic and world labor markets and to new ideas about organizing the production of educational achievement and work skills can be called „competitiveness-driven reforms‟. Reforms that respond to cuts in public-sector budgets and private company incomes, reducing public and private resources available for financing education and training can be called „finance-driven reforms‟. Reforms that attempt to improve education‟s important political role as a source of social mobility and social equalization can be called „equity-driven reforms (Martin Carnoy, 1999). As higher education will play an even more important role in economic and social development in the future than it played in the past. Thus its‟ curriculum need to reform by adaptation with global needs and prepare a context of social, cultural, economical, scientific growth for students. Faculty members‟ change theory have changed about identity of curriculums‟ content and experiences. They believe that age of information must try to have interaction to each other in through the world and integration makes the discipline. Thus faculty members must dynamic role for familiarity their students with subjects of today‟s‟ world (Niehaus &Williams,2012).

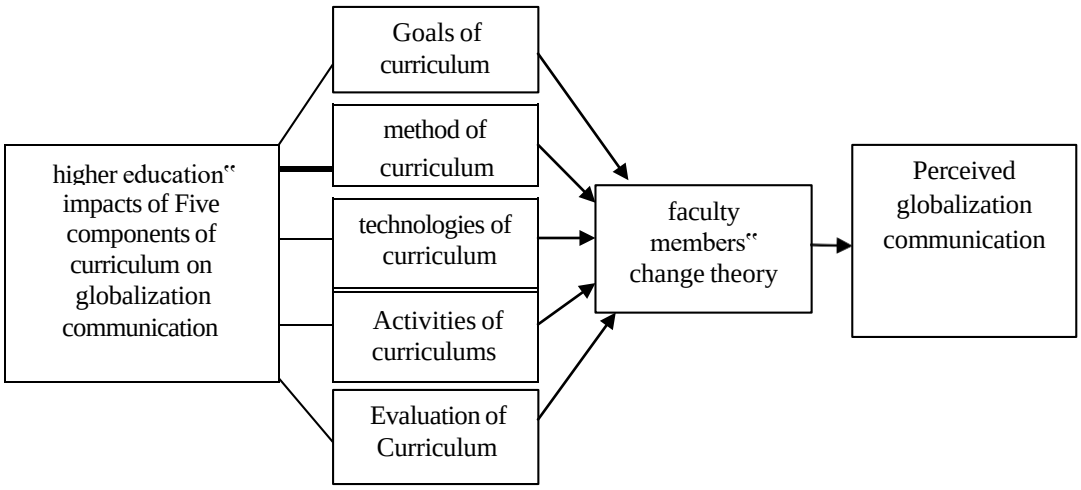

Figure 1. Conceptual model of impact of higher education' components of curriculum on the perceived globalization communication

Hypothesis

- There were relationships between higher educations‟ impacts of five components (goals, method, technology, activities, and evaluation) of curriculum and perceived globalization communication.
- Faculty members‟ change theory mediates relationship between higher educations‟ impacts of five components of curriculum and perceived globalization communication.

METHODOLOGY OF THIS RESEARCH

The methodology of this research was descriptive-correlation. Data analyzed by Pearson test and structural equation Model (SEM)test. Statistical community comprises of all of the faculty members of mahallat Branch.All of the statistical community selected because of limited community. The instruments of research were three questionnaires: 1.questionnair of higher education‟ impacts of Five components of curriculum on globalization communication. 2. Questionnaire of perceived globalization communication, 3. Questionnaire of faculty members‟ change theory. The validity of all questionnaires provided by specialist and experts aspect of content and coefficient reliability of questionnaires as following:

Table 1. coefficient reliability of questionnaires of this research

No	questionnair	item	Reliability
1	questionnair of higher education‟ impacts of Five components of curriculum on globalization communication	16	0.96
2	Questionnaire of perceived globalization communication	8	0.91
3	Questionnaire of faculty members‟ change theory.	11	0.93

The results

Table 2. The correlation between the variables of this research

No	Varibles	1	2	3	4	5	6	7
1	faculty members‟ change theory	1						
2	Goals of curriculum	0.27**	1					
3	method of curriculum	0.32**	0.19**	1				
4	technologies of curriculum	0.24**	0.32**	0.21**	1			
5	Activities of curriculums	0.26**	0.28**	0.35**	0.33**	1		
6	Evaluation of Curriculum	0.31**	0.20**	0.29**	0.35**	0.27**	1	
7	Perceived globalization communication	0.26**	0.34**	0.30**	0.28**	0.24**	0.33**	1

P<0.05**

Above table, showed that the correlation between Goals of curriculum and Perceived globalization communication(r=0.34),(P<0.05), method of curriculum and Perceived globalization communication(r=0.30),(P<0.05), technologies of curriculum and Perceived globalization communication(r=0.28),(P<0.05), Activities of curriculums and Perceived globalization communication(r=0.24),(P<0.05), Evaluation of Curriculum and Perceived globalization communication(r=0.24),(P<0.05).

Table 3. The direct and indirect effects higher education' impacts of Five components of curriculum on globalization communication on Perceived globalization communication

No	varialbles	faculty members" change theory			Perceived globalization communication		
		Direct effect	Indirect effect	total	Direct effect	Indirect effect	total
1	faculty members" change theory	0	0	0	0.134	0	0.134
2	Goals of curriculum	0.214	0	0.214	0.124	0.028	0.152
3	method of curriculum	0.219	0	0.219	0.123	0.029	0.152
4	technologies of curriculum	0.131	0	0.131	0.119	0.017	0.136
5	Activities of curriculums	0.213	0	0.213	0.128	0.028	0.156
6	Evaluation of Curriculum	0.129	0	0.129	0.124	0.018	0.142

As above table showed. Effect indirect of Goals of curriculum on Perceived globalization communication equals (0.028), Effect indirect of method of curriculum on Perceived globalization communication(0.029), Effect indirect of technologies of curriculum on Perceived globalization communication(0.017), Effect indirect of activities of curriculums on Perceived globalization communication(0.028), Effect indirect of Evaluation of Curriculum on Perceived globalization communication(0.018) and significance (P<0.05).

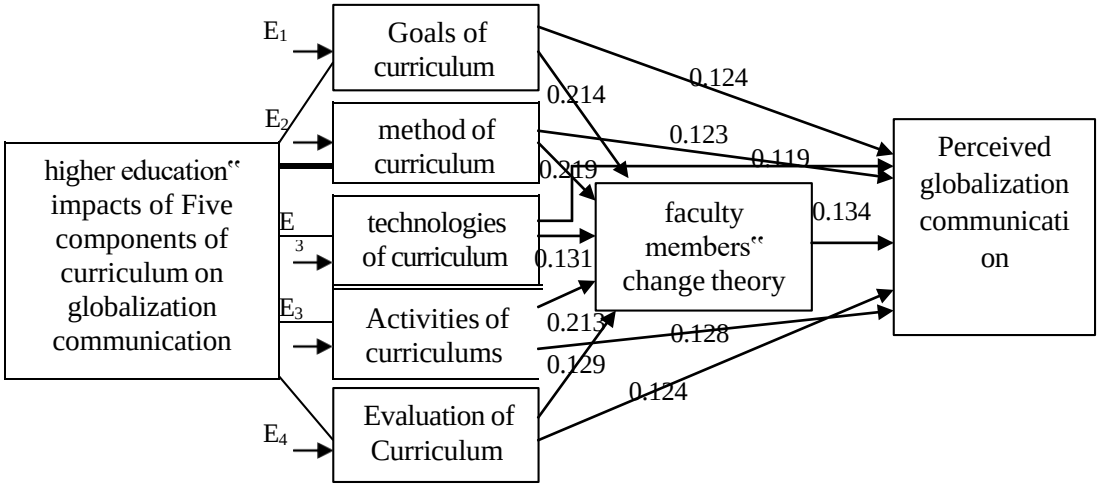

Figure 2. Empirical model of impact of higher education' components of curriculum on the perceived globalization Communication

Table 4. good fitness of empirical model

RMSEA	GFI	AGFI	P(value)	df	χ^2
0.053	0.95	0.056	0.0009	28	49.08

Findings revealed that RMSEA equals (0.053), GFI equals (0.95), AGFI equals (0.056), P(value) equals 0.0009, df equals 28, and χ^2 equals 49.08, then shows that the empirical model had good fitness.

RESULT & DISCUSSION

Higher education has role important to adaptation students for globalization by curriculum. Today, social, scientific, economic, cultural needs make country think global and developing their communications through the world. The educational planner must reform all of the components of higher educations" curriculum. The results of this research revealed that there were relationships between higher educations" impacts of five components

(goals, method, technology, activities, and evaluation) of curriculum and perceived globalization communication. Tench, R. and Deflagbe, D. (2008) believed that the learners must be ready for communication to each other without borders. Smith (2004) believes curriculum by developing field of marketing can have important role in Globalization. Economic ,political, social, cultural needs, make planners to think and reform the all of components of higher education‟s curriculum such as goals, method, technologies, activities, and evaluation(kingdom,1996). The results of this research revealed that faculty members‟ change theory mediates relationship between higher educations‟ impacts of five components of curriculum and perceived globalization communication. Faculty members‟ change theory have changed about identity of curriculums‟ content and experiences. They believe that age of information must try to have interaction to each other in through the world and integration makes the discipline. Thus faculty members must dynamic role for familiarity their students with subjects of today‟s‟ world (Niehaus &Williams,2012). The empirical model of this research was good fitness.

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